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ABSTRACT

Drawing on many years of research, this book shows how knowledge is structured and how professors and students perceive learning in their fields. It also offers strategies for constructing and using knowledge that will help postsecondary institutions promote students' intellectual development within and across disciplines. The chapters are: (1) Learning To Think: A Cross-Disciplinary Perspective; (2) Orderly Thinking: Learning in a Structured Discipline; (3) Hard Thinking: Applying Structured Knowledge to Unstructured Problems; (4) Inductive Thinking: Knowledge-Intensive Learning; (5) Multifaceted Thinking: Learning in a Social Science; (6) Precedent and Reason: Case versus Logic; (7) Organizing Instruction and Understanding Learners; (8) Criticism and Creativity: Thinking in the Humanities; and (9) Learning, Understanding, and Meaning. (Contains 52 exhibits, 10 figures, and 332 references.) (SLD)

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